Vol. 8 No. 4

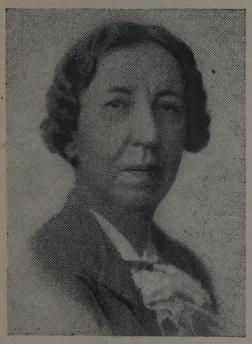
NATIONAL CONGRESS BULLETIN

DECEMBER 1940

PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS, CHICAGO, ILLINOIS

PLEASE PASS ON TO

Dear Local President:



Millions of men and women during the month of December will remember these words: "Peace on earth, good will toward men," and remembering them will send forth a fervent prayer that the time may be not far distant when "peace on earth" will reign supreme and "good will toward men" will become a living universal reality.

Today we seem powerless to do much for peace except through prayer. However, it is still in our power to create good will toward men.

As an organization of parents and teachers, as individual members of the group, we can create a tide of good will toward others, for we have an opportunity to foster tolerance, forbearance, charity, and understanding. Our organization was founded on the ideal of service to others, an ideal which we have kept before us for more than forty years. It challenges us and guides us on the way to better deeds. At this hour in our nation's crisis, with the roar of warring countries on every side, may this ideal be an ever greater source of inspiration for our nation's benediction and our own happiness.

December is a month of giving, of consideration for others, of kindly feelings toward all mankind. This Christmastide offers a particular challenge to us in our pursuit of a normal life. We must keep hidden from our children the uncertainty and the bitterness, while we seek to destroy forever the hatred that exists among men for their fellow men. December is the month which sees the end of many things and the beginning of a new year, with untold vistas of hopes and dreams stretching ahead. Let us then, this December, offer a prayer that there may come to the nations of the world a lasting "Peace on earth, good will toward men."

Ely Whitte B. Hall

Regional Vice-President
National Congress of Parents and Teachers

P. T. A. Radio Forum: "Citizens All"

"CITIZENS ALL," a weekly radio program for those concerned with the interests, activities, and needs of children and youth, will be presented by the National Congress of Parents and Teachers in cooperation with the National Broadcasting Company for thirteen weeks beginning in January, 1941. Ernest O. Melby, Dean, School of Education, Northwestern University, will be the discussion leader. Definite details regarding day and hour of the broadcast will be announced in the January issue of the *Bulletin*.

The purpose of the series is to stimulate public interest and action in providing better opportunities for the nation's children and young people. Their greatest needs are education, health services, recreation, and jobs. It is estimated that about one-fourth of America's 21,000,000 youth are out of school and out of work. How parents and teachers can work more effectively to help youth meet their problems will be the basis of these discussions.

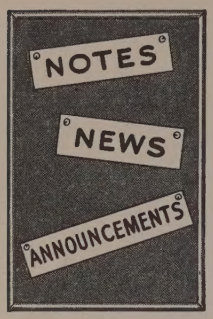
NEVADA CONGRESS ORGANIZED

ORGANIZATION of the Nevada Congress of Parents and Teachers at Ely, Nevada, on November 14 brought into the National Congress the last unorganized state in the nation. Officers of the new organization are:

President: Mrs. C. D. Baker
First Vice-President: Mrs. E. R. Harker
Second Vice-President: Hugh Reid
Secretary: Mrs. L. E. Barr
Treasurer: Mrs. John Sundberg

Nevada has had a number of thriving P.T.A.'s for some years, Las Vegas alone having nearly 800 members. At the meeting of the national Executive Committee in Chicago in September, Mrs. William Kletzer, national president, was authorized to appoint Mrs. A. J. Nelson, of Boulder City, as organizer of local units in Nevada, and plans moved forward for joining the National Congress of Parents and Teachers. Several members of the national Board of Managers participated in the organization meeting at Ely. Mrs. C. H. Turner, of Redondo Beach, California, regional vice-president of the National Congress, presided; Mrs. James K. Lytle, of Los Angeles, national treasurer, gave the principal address; Mrs. Arch J. West, of Salt Lake City, Utah, national chairman of the Juvenile Protection committee, installed the officers; and Mrs. L. K. Nicholson, Salt Lake City, Utah, president of the Utah Congress of Parents and Teachers, brought greetings.

Units which are charter members are: Alamo P.T.A., Alamo; Boulder City P.T.A., Boulder City; Caliente P.T.A., Caliente; Carlin P.T.A., Carlin; Ely Grade School P.T.A., Ely; Kimberly P.T.A., Kimberly; Grammar P.T.A., High School P.T.A., West Side Primary P.T.A., Las Vegas; Primary P.T.A., North Las Vegas; Lund P.T.A., Lund; Panaca P.T.A., Panaca; Pioche P.T.A., Pioche; Mount Rose P.T.A., High School P.T.A., South Side P.T.A., Reno; Searchlight P.T.A., Searchlight.



THE P.T.A. BULLETIN BOARD

NATIONAL CONGRESS CONTACTS

Mrs. Logan G. Hughes, regional vice-president, was the National Congress representative at a meeting of the National Rural Home Council, sponsored by the American Country Life Association at Purdue University, in November.

Mrs. William Kletzer, national president, recently attended three meetings in Washington, D. C.: a conference of the sponsors of American Education Week, at which plans were made for the 1941 observance; the annual meeting of the National Council for Mothers and Babies; and a meeting of the advisory committee of Allied Youth.

National conventions at which the National Congress of Parents and Teachers will have representation in the near future are:

(1) *American Association of School Administrators — Atlantic City, February 22-27, 1941. "To provide for the common defense; to promote the general welfare; to secure the blessings of liberty" will be the theme.*

(2) *Progressive Education Association — Philadelphia, February 19-22. The theme of this national conference will probably relate to the most important issue facing education today: education's contribution to true national defense.*

NATIONAL CONVENTION

Program plans for the 1941 National Convention, which will be held in Boston, May 19-22, will be discussed by the Executive Committee of the National Congress of Parents and Teachers at its meeting in New York, January 16-18. Based on the three-year theme, "The Child in His Community," the convention program will bring to the delegates a view of conditions affecting children today. Convention headquarters will be at the Statler Hotel.

Coordinating Council Manual

Local associations will find much of interest and value in the new Coordinating Council manual, issued by Coordinating Councils, Inc., 145 West 12th Street, Los Angeles, California, price 10 cents.

Founders Day — February 17 . . . .

ON February 17, Founders Day observances, in honor of the forty-fourth anniversary of the founding of the National Congress of Parents and Teachers, will again emphasize the important role of this great organization in American life.

For forty-four years, the National Congress has stood as a bulwark to the schools and homes of this country, fortifying and reinforcing their efforts for child welfare. Always in the vanguard of those agencies which are pioneering for social progress, the National Congress has made an inestimable contribution to human betterment through its activities in behalf of the children and young people of America. Its influence becomes more effective as the scope of its work broadens.

As local associations from coast to coast observe Founders Day, they will review and evaluate parent-teacher accomplishments in education, health, and social welfare. For Founders Day is not only an occasion for celebration; it is also the time to trace and survey past developments and achievements, the time to reconsider past methods and programs more clearly, to discover what still remains to be done if the lives of boys and girls throughout the nation are to be made richer and more wholesome.

Thus Founders Day each year becomes an important milestone along the way which leads to the realization of the ideals and objectives of the National Congress of Parents and Teachers.

FOR A SAFE CHRISTMAS

THE National Congress of Parents and Teachers again has joined with the National Safety Council in a special year-end campaign to reduce the heavy December traffic toll.

Traffic deaths, ironically, reach the year's peak in December, when the Christmas season should mean happiness and good will to everyone. The reasons are: bad weather, more hours of darkness, the very rush and excitement of the season itself.

Members of parent-teacher groups throughout the country are urged to support the campaign to prevent accidents, and to assume a personal responsibility in preventing this annual blight on Christmas happiness.

What can we do? *First,* we can make sure that the extra hazards of December are recognized in our own families, that in our own driving and walking we are on guard against traffic tragedy. *Second,* we can make an effort to do our Christmas shopping early in the day, thus helping to relieve the late afternoon rush hour, made more dangerous in winter by darkness.

Third, we can let our local newspapers, radio stations, and police departments know that we are vitally interested in making December a safe month. We can ask them to redouble their efforts to enforce traffic laws, and to bring to everyone's attention the warning that Christmas is no time for tragedy.

JOINT COMMITTEE MEETING

THE Joint Committee of the National Congress of Parents and Teachers and the National Education Association will meet in Atlantic City in February during the convention of the American Association of School Administrators.

In order to insure continuity in the work of the committee, a new plan of staggering the election of members is being inaugurated this year. This will bring to the committee each year one new representative of the N.E.A. and one of the N.C.P.T. The following are now members of the committee:

N.C.P.T. Representatives:

Mrs. William Kletzer, Portland, Oreg.
National President (3 years)

Mrs. William Hastings, Madison, Wis.
First Vice-President (2 years)

Howard V. Funk, Bronxville, N. Y.
Regional Vice-President (1 year)

N.E.A. Representatives:

Ralph Irons, Evansville, Ind.
Supt. of Schools (3 years)

Agnes Samuelson, Des Moines, Iowa
Secy., Iowa State Teachers Assn.
(2 years)

Carmelite Janvier, New Orleans, La.
(1 year)

PARENT-TEACHER ACTIVITIES

FOR *Promoting Democracy* . . . BULLETIN No. 5

THE BILL OF RIGHTS

WHY, of course, the City Hall gang of this best little town on earth has its weak spots," says the average American citizen, "but it runs the government and I run my business, so we get along all right. There is some honest graft, and taxes are maybe higher than they ought to be, but it is easier to pay the bill than it is to do something about it."

"But," you ask, "in this country, under our rules, just who is the government?"

"Oh, the gang down at City Hall pretty well controls local politics. At the last election they got out the vote all right, but it mighty nigh busted their war chest. They've got to make that up during the next four years, so taxes probably won't be any lower. But they do pretty well, and they are no worse, maybe a shade better, than the other crew. I get along and so do they, and anyway what can one fellow do about it?"

YOU, every one of you, have heard similar conversations. You've wondered just how a person could possibly think and act that way if he understood precisely the citizens' function in government in a democracy. Probably you've wondered in somewhat of a panic just what percentage of people in this or any other democratic country can feel and think and act this way without endangering the existing form of government.

YOU know very well that the individual — all the 130,000,000 persons that make up these United States—couldn't possibly enjoy as much freedom as we now have, under any other form of government that has appeared on this earth yet. You know, too, that a government like ours needs constant watching and pruning and encouraging and tending, and you know that that job is part of the daily chores of every one of us. You know that man has been a long time pounding out the kind of government we have, one that gives him security and freedom. You know that he will be a long time in regaining these things if he loses them. But, you don't know why generally intelligent citizens are willing to tolerate conditions such as are indicated at the beginning of this Bulletin.

Let's suppose for the moment that it is simply because they don't know the history of our freedom, which is such an everyday affair they hardly recognize it. Let's suppose that is it. Now let's look at what they're gambling with in the careless sort of way the speaker at the beginning showed.

BULLETIN TITLES

I. Introduction

1. What Price Democracy?
2. The P.T.A. — Its Unique Function in a Democracy

II. The Foundation Stones of Democracy

3. The Intrinsic Worth of the Individual
4. Equality
5. The Bill of Rights
6. Social Responsibility
7. The Appeal to Reason
8. The Consent of the Governed
9. Intelligent Citizens

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THE RISE OF THE RIGHTS OF MAN

THIS is not a story of today and yesterday; it extends as far back as records, and as far into the future as human life and integrity have meaning. We can see today's position, we can learn what has happened in the past; we cannot foresee the future, but if we know the long hard way man has come, then perhaps we'll be more anxious to make certain that future generations won't have to start all over again.

Once we understand the ceaseless plodding of human beings toward individual liberty and freedom we can perhaps grasp the utter impossibility of permanently stemming that human tide. Reverses and detours there will be, yes, for human progress is never in a straight line, but the desire of man for freedom to be his own best self is too strong to permit progress to stop. The rights of man — well, let's trace briefly their development, for they are not simply well-rounded phrases written by men out of the workings of their minds. Rather they are statements of a social philosophy which has been growing in various parts of this old world over a period of centuries.

GENERALLY it can be said that security of the individual against the capricious action of government is the crux of the matter. It is to secure "life, liberty and the pursuit of happiness" that men try at various times and in many ways to outline their grievances and to protect themselves against a repetition of them. Some call the Magna Charta the first of these efforts, begun in 1215 when King John of England agreed with the nobles that both parties had certain responsibilities. This document had as its purpose a clearer definition of the duties and power of the ruler and the ruled than had existed before, a writing down, if you please, of the ground rules by which the game should be played. To this day the Magna Charta, or Great Charter, is recognized as a foundation stone of English liberty, and since Englishmen have always been active explorers and colonizers it has had its effect in every part of the world.

Of course, simply writing the rules by which the game was to be played did not mean that these rules would remain in force or that they would be

scrupulously observed. As a consequence there ensued centuries of struggle in which the common man was constantly endeavoring to strengthen his security and to assert further rights which he believed he needed to enjoy life at its best. "Rights of Man" was the slogan used to designate the things he struggled for, and in the course of time he considered these rights so necessary in his daily living that he changed the phrase just a bit and spoke of the "natural rights of man."

In this simple change, whether he knew it or not, man added strength to his cause, for now he was talking about something which he was born to enjoy and which was as inevitable as the coming of day and night. The writers of the time were influenced, as they always are by the events that go on about them, to express the idea as a philosophy. Locke (1632-1704) stands out clearly in this respect. He regarded these natural rights as "inalienable"; the individual could not forego them, the government could not infringe upon them.

THERE is not space here to trace fully the development of these rights and their codification by formal political action, but history shows that the rights of man did finally come into full recognition in different countries within the span of a single century, beginning in 1689 with the English Bill of Rights. This was followed in this country with the Bills of Rights attached to American state constitutions, two of which, those of Virginia and Pennsylvania, both written in 1776, were important as the pattern upon which that of the United States was finally based. The French Declaration of the Man and the Citizen in 1789; the United States Bill of Rights in 1791; the Declaration of Rights in the French Constitution of 1793; and the Declaration of Rights and Duties in the French Constitution of 1795 were all part and parcel of the same movement. The nineteenth century saw similar declarations in almost all civilized countries.

We must see this comparatively rapid recognition of man's rights not as something brand-new, but simply as the culmination of centuries of struggle to gain living conditions that we now accept with little thought and with less personal responsibility.

The wording used in the written documents varied, but essentially the points were very similar. Those made in the assertion of English freedom in 1689 will serve as an adequate sample. Very briefly summarized they are:

- It is illegal to —
  1. *Suspend or dispense with the laws.*
  2. *Set up an arbitrary court or tribunal.*
  3. *Levy money without legislative authority.*
  4. *Maintain an army in time of peace without consent of legislative authority.*
- Subjects have right of petition to their king.
- Elections are to be free.
- Freedom of debate is not to be questioned.
- Fines shall not be excessive and a man shall be tried by his peers.
- Parliament must be held frequently.
- Provision must be made for succession of the Crown.

A COMPARISON of these points with those in our own Bill of Rights indicates that men's desires, so far as their relationship to their government was concerned, changed very little in a hundred years. Bitter experience taught men that certain liberties had to be guaranteed if life was to be worth living.

This, very sketchily, is the story of a movement five hundred years in length in which man tried somehow to pin down his concept of the good life so far as his relations with other men and his government were concerned. Our Bill of Rights has an ancient and honorable history. It is simply our statement of what man had learned about government and life in twenty generations.

THAT seems a long time and slow progress to an individual whose life at best will probably not span more than three generations, but that is the story of most progress in the realm of human relations. Compared to man's mechanical progress it is extremely slow. But viewed dispassionately and with understanding it gives us comfort, for we can realize in these tempestuous times that come what may, five hundred years of struggle and toil cannot be stopped and discounted permanently.

Now that we know something of the general historic background of the rise of the rights of man let's trace their inclusion in our own state documents.

WE BECOME THE UNITED STATES

WE are apt to think of the twenty years, roughly between 1770 and 1790, during which the United States was forged from thirteen colonies by the Revolutionary War, the Declaration of Independence, and the Constitution, as marked by clear vision and singleness of purpose; to think that democracy and universal suffrage were wanted by everyone. Nothing could be further from the truth, as history clearly shows.

Each of the thirteen colonies had its own government, culture, industries, and vested interests. Each regarded the other with jealousy. Between some there was bitterness. Originally there was little call for independence from England; rather the revolt started as a protest against policies. When armed conflict appeared inevitable, "Committees of Public Safety" were organized which used methods of coercing reluctant individuals that smack of the practices we abhor in today's news. Communities were divided among themselves into Loyalists and Tories. Men were forced into poverty and exile because they stood staunchly by what they believed. No matter how righteous the rapid upheaval of a social order, it is sure to have its ugly side.

THE Revolution was not a unified movement. Rather it was thirteen separate movements, each getting in the other's way with a great deal of friction and a minimum of progress. The First Continental Congress (1774) was just what its name indicates — a group meeting for consultation; its purpose to advise and recommend. One important recommendation in its six weeks of existence was that the member colonies bind themselves neither to import English goods nor to export their own to England.

The Second Continental Congress (1775) was formed on very much the same basis as the First, but the beginning of armed hostilities made a strong central authority necessary. Necessity is always the mother of invention, and since the Congress was ready to operate, its power was increased. It was given authority as needed, by common consent, simply because common necessity made it imperative that some representative group have power to act. It appointed Washington commander in chief of the Army, proclaimed the Declaration of Independence in 1776, and generally assumed the functions of a central government,

carrying on until 1781 when the Articles of Confederation gave it constitutional standing.

THOUGHTS of independence from England came slowly. In 1774 Washington wrote that independence was not desired "by any thinking man in all North America." In March, 1776, Maryland instructed her delegation not to sanction any proposal for independence. Perhaps more than any one thing Thomas Paine's *Common Sense* changed the tide toward independence. Strong men at the right time have always been able to affect events profoundly.

The colonies, many of them without authoritative governments since the beginning of the war, were faced with the task of designing governments that would assure internal peace and order at least for the duration of hostilities. In May, 1776, Congress recommended that all colonies hold conventions for that purpose.

VIRGINIA had begun her convention before the general recommendations were made. This assembly wrote the Virginia Bill of Rights, the first in our history. In general thought and sometimes even in wording the document goes back to the English Bill of Rights which has been mentioned. Many of the principles stated have a most familiar ring, for they were shortly put in a different form by Thomas Jefferson as the opening of the Declaration of Independence.

Here are some statements from the Virginia Bill of Rights:

"That all men are by nature equally free and independent, and have certain inherent rights . . ."

"That all power is vested in, and consequently derived from, the people."

"That government is, or ought to be, instituted for the common benefit of the people . . . and that when any government shall be found inadequate . . . to these ends, a majority of the community hath an indubitable, inalienable, and indefeasible right to reform, alter, or abolish it . . . "

"That no free government, or the blessings of liberty, can be preserved . . . but . . . by frequent recurrence to fundamental principles."

THE Virginia Convention assembled May 6, 1776. It prepared the Virginia Bill of Rights, adopted a general framework for state government, and finally prepared a Declaration of Independence for Virginia, all by the end of June. At the same time Virginia's delegate to the Continental Congress moved that the colonies ought to be declared "free and independent states." Such a declaration was prepared by Jefferson. His eloquent Declaration of Independence was passed by the Congress in final form July 4, 1776.

Thus a new nation was born, free but not yet united. The events of a few short years had changed completely the form of government. Now came the task of really uniting the states which had so recently been separate colonies; of assuring the continuance of all the freedom that men had been striving for over the centuries.

The states had all adopted constitutions very much alike. Most of them contained Bills of Rights, provisions for elected officials (usually without great power, for the people failed to distinguish between the prerogatives of a governor elected by themselves and one appointed by the king), and so on through all necessary functions of government.

DEMOCRACY still lacked universal trust and acceptance. It is estimated that not more than one white person in five at the time had suffrage. Often only property owners might vote, and in some cases an increase in the amount of property was a prerequisite to voting for the higher offices. North Carolina had an interesting provision of economic requirements for voting; any taxpayer could vote for representatives but to vote for a senator one must possess 50 acres of land. Slaves were not considered persons and so counted little anyway.

Here were thirteen free and independent states rather than thirteen colonies, each with a constitution, each with its own problems, each with varying degrees of democracy as we know it. Trials and tribulations of all kinds faced the people. Continental money was almost worthless, prices were beyond control, the army was hungry and unpaid, various schemes were afoot, many of them not in the interest of the common cause. The situation was not a happy one.

As all wars must, the Revolution finally ended. The Articles of Confederation did not provide a strong central government. State governments could not adequately meet the problems. Local rebellions showed the temper of the people. A strong union was imperative, for there was work to be done, there were disputes to be settled, Western lands to develop, and rights to be defended.

FINALLY on January 21, 1787, the Congress of the Confederation called for a meeting of delegates from all states to assemble on May 14 for the purpose of revising the Articles of Confederation. A quorum — seven states — was assembled by May 25, and all states except Rhode Island, which refused to respond, were on hand by July 25. Washington was elected chairman and business began. All through the hot Philadelphia summer some of the best minds in the country wrestled with the problems that faced the states, made compromises on this and yielded a point on that. At times success seemed remote, but by dint of persuasion and compromise the "supreme law of the land" was finally completed and sent to the Congress of the Confederation on September 15, 1787. The Congress submitted it to the states on September 28 of the same year.

The Convention over, many of the delegates returned to their home states to assist in the ratification of the Constitution. Some of the most trenchant political writing in this country was done in this period in explaining and interpreting that document to the states — material which is still valuable reading for those who would understand precisely what the Constitution means. After much debate the states ratified the Constitution and finally it really became the "supreme law of the land."

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WE GET A BILL OF RIGHTS

THE Constitution was ratified by state conventions, but some of the representatives and men back home saw very little in the document which specifically mentioned their rights and made definite provisions to protect them. The ordinary citizen had just suffered twenty and more years of unhappy experiences with transgressions of his liberty, and he was in no mood to have the experiences continued if he could prevent it. So a number of amendments to the newly adopted Constitution were suggested to Congress which in turn submitted twelve of them to the states for consideration. Ten of them were ratified shortly (by 1791).

These amendments are the first ten to our Constitution and are our Bill of

Rights. They are simply our way of guaranteeing freedom to the people of this country so long as it shall operate under its present Constitution.

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FINALLY

AND now that you know how many centuries of struggle have gone into the establishment of those fundamental rights contained in ten quite simple statements, can you see just how long and hard we would have to work in rebuilding them if we ever lost them?

Can we, as a people, afford to gamble with anything as valuable as these rights are?

That's just what we do every time our attitude toward government is like that of the speaker at the opening of this Bulletin. Only democracy can guarantee to you, and every other man, the freedom listed in our Bill of Rights, and democracy rests on every one of us. It is our individual and collective responsibility.

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SUGGESTED ACTIVITIES

The community forum that has been suggested in each of these Bulletins is an ideal place to consider this material. Careful reading of the Bill of Rights and a discussion of the points made in it will show rather clearly some of the points upon which individual freedom in a democracy rests.

When the group understands these propositions, then it is in a position to examine the scene locally and nationally to see if there is evidence that these rights are being transgressed or not being observed, and to plan a program of action to fit findings.

Thoughtful, well-informed leaders are essential. This is not easy material to grasp, but it is the essence of much that makes us what we are, or can be, in this country and, therefore, well worth the grasping.

SOURCES OF MATERIAL

Consult the list that you have got from the American Library Association, then ask your local history teachers to suggest titles from the list that will be helpful. The material to be used will depend quite largely upon the approach that is made. A close study of the detailed history of the Revolutionary period is one good way to start.

The Bill of Rights

ARTICLE I

(Religious Establishment Prohibited. Freedom of Speech, of the Press, and Right to Petition.)

● Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble and to petition the Government for a redress of grievances.

ARTICLE II

(Right to Keep and Bear Arms)

● A well-regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed.

ARTICLE III

(No Soldier to be Quartered in Any House, Unless, etc.)

● No soldier shall, in time of peace, be quartered in any house without the consent of the owner, nor in time of war but in a manner to be prescribed by law.

ARTICLE IV

(Right of Search and Seizure Regulated.)

● The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

ARTICLE V

(Provisions Concerning Prosecution, Trial and Punishment — Private Property Not to Be Taken for Public Use Without Compensation.)

● No person shall be held to answer for a capital or other infamous crime unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the militia, when in actual service, in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

ARTICLE VI

(Right to Speedy Trial, Witnesses, etc.)

● In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which districts shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

ARTICLE VII

(Right of Trial by Jury.)

● In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States than according to the rules of the common law.

ARTICLE VIII

(Excessive Bail or Fines and Cruel Punishment Prohibited.)

● Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

ARTICLE IX

(Rule of Construction of Constitution.)

● The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

ARTICLE X

(Rights of States Under Constitution.)

● The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

THE CHILD IN HIS COMMUNITY

Developing Spiritual Values

"Emphasize the fundamental place of spiritual values in the child's development and the responsibility of the church for the welfare of the community."

— From THE CHILD IN HIS COMMUNITY

AS the unfaltering chimes of Christmas in a war-torn world bring cheer to the hearts of all "men of good will," we parents and teachers resolve to seek one gift above all others for the children of our land — the enduring gift of spiritual sustenance.

Whatever tomorrow brings to those who are children now, they will need — as men have needed always — those deep inner convictions of humanity's worth and purpose which are the wellsprings of full and meaningful living, and against which no materialistic or militaristic ideologies can long prevail.

THE ROLE OF HOME AND SCHOOL

In the last analysis, each developing personality must be free to find for itself its own intimate creed. But in order that a child *may* find himself spiritually, he must know the measuring sticks of the moral world as well as of the materialistic — must learn what philosophies have been presented by the great ethical leaders, what answers have been offered to man's eternal queries about himself and the universe.

The 1940 White House Conference Report directs attention to the special responsibilities of each of the agencies having to do with the spiritual education of children. Of the home's role it says:

> *The primary responsibility for the religious development of the child rests upon the parents. In the family he is first introduced to his inheritance as he is introduced to his mother tongue. Here the foundations are laid for the moral standards that are designed to guide his conduct through life. A child's religious development is fostered and strengthened by participation in the life of the family in which religion is a vital concern.*

Without in any way infringing upon the accepted American principle of separation of church and state, the school may make its own contribution:

> *Religion should be treated frankly, openly, and objectively as an important factor in personal and social behavior. When religion enters normally into the subject matter of courses such as literature, the history of ideas, philosophy, psychology, and the social sciences, it should be given fair and sympathetic treatment.*

THE CHURCH IN THE COMMUNITY

But it is the church which must continue the main line of education begun in the home. And with today's emphasis upon renewed spiritual values, there has never been a greater opportunity for close interrelationship between church, home, school, and community:

> *Churches and synagogues need to emphasize the common ends which they share with one another and with other community agencies. Although they hold to different creeds, the churches should constitute a bulwark against factionalism. They should seek every opportunity to cooperate with other community agencies in specific projects which contribute to the welfare of children.*

Two special contributions which the church may make to the community today are stressed: personal counseling, and the promotion of tolerance.

Parents, teachers, and others must cooperate especially with the church in some plan of action to help those children outside the reach of religious influence. Too, they are urged to be alert to everyday life situations which may offer occasions for "vital and creative religion." And finally, it might be remembered that still, as in the days of St. Francis and Socrates, there is no teaching or preaching so effective as example.

QUESTIONS FOR DISCUSSION

1. What can parent-teacher groups do to promote the realization that most sincere religions are today seeking common goals?
2. What can be done to further the spirit of tolerance in our children — to further an appreciation of the profound convictions of religious groups other than their own?
3. How may spiritual values be developed within the family?
4. How may church life be made attractive to present-day youth?
5. What use can be made of the radio and other factors in our lives today to further religious and spiritual education?
6. Does your public library offer an adequate selection of reading matter in such fields as religion, philosophy, ethics; and biographies of great spiritual leaders?
7. What are some specific ways in which the school may contribute to the spiritual education of children?
8. What efforts are made in your community to get in touch with children and young people outside the regular spheres of religious influence?

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1. Sherrill, Lewis Joseph. *The Opening Doors of Childhood.*
2. Wickenden, Arthur C. *Youth Looks at Religion.*
3. *Children in a Democracy.* Report of the 1940 White House Conference.
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NATIONAL CONGRESS BULLETIN

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A 1940 Christmas Gift Suggestion

A YEAR'S SUBSCRIPTION TO NATIONAL PARENT-TEACHER

Attractive - Distinctive - Enduring

CHRISTMAS gives to all of us the happy opportunity of sharing with friends those things which we have found useful and satisfying. Delight and please *your* friends *this* Christmas by giving them a subscription to the *National Parent-Teacher.*

We suggest that you start the subscription with the December issue. The soft green of the pines was chosen for this month's cover, which shows a happy youngster tramping home through the snow with his yule tree. Other equally interesting photographs and drawings illustrate this issue. The articles are of real significance to those who are deeply concerned with the development of spiritual values in American life — a very appropriate theme for a Christmas issue.

Christmas Came Alive, by Robert P. Tristram Coffin, is a tender and unforgettable tale of a Christmas miracle, told with the simple eloquence characteristic of this poet.

The Spiritual Significance of Family Life, by Katharine Whiteside Taylor, nationally known writer on the problems of youth, pictures the kind of home, warm with wisely nurtured love, that every child should have a chance to come from.

Everett L. Clinchy, director of the National Conference of Christians and Jews, brings a seasonable message on the tolerance and understanding we in America must practice and seek in order to maintain ***One Nation Indivisible.***

In ***Unguessed Gifts,*** Hughes Mearns shows how essential to the development of individual talents in children is the wise guidance of sympathetic parents and teachers. Dr. Mearns is chairman of the Department of Creative Education at New York University.

Time spent in helping children love beauty, to be sensitive to the world around them, may be just as valuable as that devoted to physical needs, says Marion L. Faegre, parent-education specialist well known to our readers. In ***Not by Bread Alone*** she suggests means by which even the very young child may be given lasting aesthetic and spiritual insights.

★ ★

This issue also contains articles in the two current study course series. ***What Shall We Wear?*** by Florence Fallgatter, deals with the principles which underlie the selection and care of children's clothing. This is the fourth article in the popular study course "Beginnings with Children."

The timely subject of Latin-American relations is discussed by Frank Kingdon in ***All American.*** Groups interested in discussions on citizenship and democracy are finding the study course "This World of Ours," to which this article belongs, challenging and helpfully factual. *It is a popular course among members of high-school parent-teacher associations.*

★ ★

Other articles and features, too, will inspire and reward the reader who receives a copy of the December issue — notably the editorial, ***The Light Our Guide,*** by Dorothy Canfield Fisher. Mrs. Fisher needs no introduction to the American public in general nor to the members of our organization, for she herself is a parent-teacher worker as well as a noted author.

★ ★

Ten issues as full of helpful and interesting features as this one—a remembrance that comes for Christmas and then all the year around—that's the kind of gift of which you can be the proud donor when you include the *National Parent-Teacher* on your list of Christmas gifts.

PARENT-TEACHER *Publications*

FREE DISTRIBUTION

The publications of the National Congress of Parents and Teachers:

- Bring to every P.T.A. information concerning Congress plans, policies, procedures, projects, and programs.
- Stimulate membership interest and participation in parent-teacher work.
- Develop, strengthen, and supplement the volunteer service which is the keystone of the parent-teacher movement.

Since *June 1, 1940,* the Congress has prepared and distributed free to state branches, to supply state and local needs, the following publications:

	Copies
The Child in His Community (8)*...	66,378
Parent-Teacher Manual (112).....	119,598
Parent-Teacher Guidebook (144)....	119,148
How to Organize (24).....	20,295
Rural Youth (24).....	14,480
Rural P. T. A. (16).....	14,625
Guiding Principles (48).....	8,406
Projects and Purposes (48).....	31,415
Publicity Handbook (24).....	34,507
Dramatic Presentations for Founders Day (8).....	32,277
Local Unit Report Blanks (2).....	45,498
What Parent-Teacher Membership Means (2).....	40,425
Why a Congress P. T. A. (2).....	27,750
Choral Groups (2).....	21,175
Magazine Handbook (24).....	28,107
Magazine Study Course leaflets:	
This World of Ours.....	60,464
Beginnings with Children.....	60,471

* Figures in parentheses designate number of pages in each publication.

In addition to the above free allotments, many states purchase extra copies of these publications at nominal prices to further service local groups. Free publications are available only through the state branches, and all communications concerning them should be directed to the states.